



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

NATIONAL SENIOR CERTIFICATE

GRADE 11

HISTORY P1

JUNE 2018

MARKS: 150

TIME: 3 hours

This question paper consists of 8 pages and an addendum of 12 pages.



INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE- BASED QUESTIONS

QUESTION 1: COMMUNISM IN RUSSIA 1900 TO 1940:
LENIN'S INTERPRETATION OF MARXISM

QUESTION 2: CAPITALISM IN THE USA 1900 TO 1940:
THE NATURE OF CAPITALISM IN THE USA

QUESTION 3: IDEAS OF RACE IN THE 19TH AND 20TH CENTURIES: CASE
STUDY- AUSTRALIA AND THE INDIGENOUS AUSTRALIANS

SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940:
STALIN'S INTERPRETATION OF MARXISM

QUESTION 5: CAPITALISM IN THE USA 1900 TO 1940:
ROOSEVELT'S NEW DEAL

QUESTION 6: IDEAS OF RACE IN THE 19TH AND 20TH CENTURIES:
CASE STUDY NAZI GERMANY AND THE HOLOCAUST

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions will be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question can be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering questions you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting of the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write clearly and legibly.



SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, from this section. Source material to be used to answer these questions is contained in the ADDENDUM

QUESTION 1: HOW DID LENIN APPLY MARXISM IN THE UNION OF SOVIET SOCIALIST REPUBLICS (USSR), FROM 1918 TO 1924?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Read Source 1A.

- 1.1.1 Identify TWO major reforms introduced by Lenin. (2 x 1) (2)
- 1.1.2 Name THREE industries that were nationalised by Lenin. (3 x 1) (3)
- 1.1.3 Explain the historical term *nationalisation*. (1 x 2) (2)
- 1.1.4 Using the information in the source and your own knowledge, explain how Lenin's reforms benefitted the workers and peasants more. (1 x 2) (2)
- 1.1.5 Quote evidence from the source that suggests that Lenin's constitution was intolerant to other doctrines and practices. (4 x 1) (4)

1.2 Refer to Source 1B.

- 1.2.1 What, according to the source, was the rationale behind War Communism? (1 x 1) (1)
- 1.2.2 Explain the historical term War Communism. (1 x 2) (2)
- 1.2.3 Using the information in the source and your own knowledge, explain why Lenin and the Communist (Bolshevik) Party government introduced War Communism. (2 x 2) (4)
- 1.2.4 Comment on the usefulness of this source to a historian researching about War Communism. (2 x 2) (4)

1.3 Consult Source1C.

- 1.3.1 How, according to the source, did the peasants and workers react to implementation of War Communism? (2 x 1) (2)
- 1.3.2 Using the information in the source and your own knowledge, comment on the significance of the Kronstadt sailors' rebellion to Lenin's implementation of War Communism in USSR. (1 x 2) (2)

1.4 Refer to Sources 1C and 1D. Explain how the evidence in the photograph supports the information in Source1C regarding the impact of War Communism on the Soviet society. (2 x 2) (4)

1.5 Study Source 1E.

- 1.5.1 What, according to the source, were the major capitalist reforms introduced by Lenin through the New Economic Policy? (4 x 1) (4)
- 1.5.2 Using the information in the source and your own knowledge, explain why Lenin abandoned War Communism and replaced it with the New Economic Policy. (2 x 2) (4)
- 1.5.3 Comment on why Lenin wrote that the NEP was “one step backwards in order to make two steps forward”. (1 x 2) (2)

- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how did Lenin apply (put into practice) Marxism in the Union of Soviet Socialist Republics (USSR) from 1918 to 1924. (8)

[50]

QUESTION 2: HOW DID THE GREAT DEPRESSION EXPOSE THE CRISIS OF CAPITALISM IN THE UNITED STATES OF AMERICA BETWEEN 1928 AND 1933?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Study Source 2A.

- 2.1.1 Identify the TWO main goods produced in the 1920's, which were the main feature of the "roaring twenties". (2 x 1) (2)
- 2.1.2 Explain the historical term "*roaring twenties*". (1 x 2) (2)
- 2.1.3 What, according to the information in the source, caused banks to open up at the rate of 4-5 per day in the 1920s in the USA? (1 x 2) (2)
- 2.1.4 Why, according to the source, investing in the stock market was so popular in the 1920? (3 x 1) (3)

2.2 Consult Source 2B.

- 2.2.1 Using the information in the source and your own knowledge, explain what was the stock market crash of 1929. (1 x 2) (2)
- 2.2.2 According to the historian John Galbraith, what makes the American economy to be fundamentally unsound? (4 x 1) (4)
- 2.2.3 Comment on the effects of the stock market crash on the America economy. (2 x 2) (4)
- 2.2.4 Using the information in the source and your own knowledge, explain how the workers were affected by the Great Depression. (2 x 2) (4)
- 2.2.5 Explain the usefulness of this source to a historian researching the Great Depression in America. (2 x 2) (4)

2.3 Refer to Source 2C.

- 2.3.1 Explain the message the photo conveys regarding the American society during the late 1920s. (1 x 2) (2)

2.4 Compare Sources 2B and 2C. Explain how the photograph in Source 2B supports the information in Source 2B regarding the Great Depression in the USA. (2 x 2) (4)**2.5 Read Source 2D.**

- 2.5.1 How, according to the source, did Herbert Hoover and his government react to the Great Depression. (3 x 1) (3)
- 2.5.2 Explain how President Hoover's reaction to the Great Depression reflects the characteristic role of a capitalist government. (1 x 2) (2)



- 2.5.3 Using the information in the source and your own knowledge assess the effectiveness of Hoover's reaction to the Great Depression. (2 x 2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words), explaining how did the Great Depression exposed the crisis of Capitalism in the United States of America between 1928 and 1933 (8)
[50]



QUESTION 3: HOW DID THE IDEAS OF RACE AND EUGENICS INFLUENCE THE CREATION OF THE “STOLEN GENERATION” IN AUSTRALIA?

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Refer to Source 3A.

- 3.1.1 According to the source, what were the causes of the reduction of Aboriginal Australian population? (2 x 1) (2)
- 3.1.2 Quote evidence from the source which suggest that the European settlers' were racist and did not regard the Aboriginal Australians as their equals (3 x 1) (3)
- 3.1.3 Using the information in the source and your own knowledge, explain why the European settlers believed the Aboriginal Australians would die out and inevitably become extinct. (2 x 2) (4)
- 3.1.4 Comment on why the European settlers' treatment of the Aboriginal Australians is considered to be influenced by racial theories of Social Darwinism and Eugenics (2 x 2) (4)

3.2 Study Source 3B.

- 3.2.1 Using the information in the source and your own knowledge explain what was the “Stolen Generation” of Australia (1 x 2) (2)
- 3.2.2 Identify THREE institutions, which were used to assimilate Aboriginal children into the white, culture (3 x 1) (3)
- 3.2.3 Explain how the Australian government tried to assimilate Aboriginal Australian children into the white culture (2 x 2) (4)
- 3.2.4 Comment on why it was very difficult for the abducted Aboriginal Australian children to go back to their own families (2 x 2) (4)
- 3.2.5 Explain, to what extent you would agree with the statement “the Stolen generation are the lasting evidence of attempted wholesale genocide at the hands of the settler state” (1 x 2) (2)

3.3 Use Source 3C.

- 3.3.1 What messages are conveyed in this cartoon regarding “Stolen Generation” of Australia (2 x 2) (4)
- 3.3.2 Explain the attitude of the white couple, to the Aboriginal Australian child as depicted in the cartoon (1 x 2) (2)

3.4 Consult Source 3D.

- 3.4.1 Explain the usefulness of this source to a historian researching the “Stolen Generation” of Australia (2 x 2) (4)



- 3.5 Refer to Sources 3B and 3D. Explain how the photo in Source 3D support the information in Source 3B about the “Stolen Generation” of Australia (2 x 2) (4)
- 3.6 Using the relevant sources and your own knowledge, write a paragraph of about EIGHT (8) lines (approximately 80 words) explaining how did the ideas of race and Eugenics influenced the creation of the “Stolen Generation” in Australia (8)
[50]

SECTION B: ESSAY QUESTIONS

Answer at least ONE question and not more than TWO questions in this SECTION.

Your essay should be about THREE pages long.

QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940: STALIN’S INTERPRETATION OF MARXISM

“Through countless material and human sacrifices, within ten years, Stalin was able to transform a peasant society into a superpower”.

Do you agree with this statement? Critically discuss how Stalin, through his 5year plans changed the economy of the Soviet Union. **[50]**

QUESTION 5: CAPITALISM IN THE USA 1900 TO 1940: ROOSEVELT’S NEW DEAL

Critically discuss how F D Roosevelt, through his New Deal attempted to bring relief to the poor and unemployed Americans and recover and reform American economy during the 1930s. **[50]**

QUESTION 6: IDEAS OF RACE IN THE 19TH AND 20TH CENTURIES: CASE STUDY NAZI GERMANY AND THE HOLOCAUST

Discuss how the Nazi state used the idea of “pure Aryan race” to violate the human rights of the Jews in Nazi Germany, from 1933 to 1945 **[50]**

TOTAL: 150





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ADDENDUM

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QUESTION 1: HOW DID LENIN APPLIED MARXISM IN THE UNION OF SOVIET SOCIALIST REPUBLICS (USSR), FROM 1918 TO 1924?**SOURCE 1A**

This extract focuses on the reforms introduced by Lenin' after the Bolshevik revolution.

With Russia out of the war, Lenin began to concentrate on the task of building a socialist society in Russia. As one of his first task, Lenin nationalised agriculture and abolished private ownership of all land. Peasants were free to work the land but all property rights were held by the state. His next task was to nationalise industry. Some industries, like the metallurgic and paper industries were completely nationalised. Others such as the textile industry, (which) had individual factories, rather than the entire industry nationalised by the state. Private trade and banks were also nationalised. Through his programme of nationalisation Lenin ensured that the means of production, distribution and exchange passed into the hands of the state.

All of these changes were incorporated in the first Soviet constitution of 10 July 1918. The constitution provided for a (establishment) Federation of Soviet National Republics in which all class divisions were abolished. Women were declared the social equals of men and as a symbols of this new equality, people were to call each other "comrades or "citizen". The constitution no longer recognised the church as a legal person. It could own no property and was separated from the state. The teaching of religious doctrines in school was prohibited. Nevertheless, any one could believe in any or no religion. The new constitution also offered workers and peasants universal and free education.

[From: *Looking into the Past* by Seleti Y et al]

SOURCE 1B

This extract from an article by a historian P. Flowers, focuses on the different reasons suggested by historians of why War Communism was introduced by Lenin

Historians differ as to the rationale behind War Communism. Some view it as the result of the Bolsheviks' preconceived desire to drive immediately forward to the suppression of capitalism. Robert Conquest considers that War Communism was entirely in line with Bolshevik precepts (principles) and that "far from being a 'war' measure.'

Others view War Communism as originating in a series of emergency measures introduced to deal with the increasingly difficult economic and military situation, but which was then justified in ideological terms. Isaac Deutscher says that the "desperate shifts and expedients" of food requisitioning, nationalisation and trade restrictions "looked to the [Communist] party like an unexpectedly rapid realisation of its own programme":

Lenin veered between the ideological and pragmatic explanations. Looking back in October 1921, he said that by the previous spring "it became evident that we had suffered defeat in our attempt to introduce the socialist principles of production and distribution by 'direct assault', that is, in the shortest, quickest and most direct way". Only a few months previously he said that the Bolsheviks had been living "in the conditions of a savage war that imposed an unprecedented burden on us and left us no choice but to take wartime measures in the economic sphere as well".

[From: www.johndclare.net/Russo6_warcommunism.htm. Accessed on 3 May2017]



SOURCE 1C

This extract highlights the reactions of the Soviet people and Lenin's government to War Communism.

The harsh actions taken by the government [in implementing War Communism] were criticised by many people. By 1921, thousands of peasants were rebelling against the seizing of their grain by the government. Workers in many cities were engaging in strike activity, Even the Kronstadt sailors, who had been strong supporters of the Bolsheviks in 1917, staged an open rebellion against the new government in 1921. The Red Army was called in to put down the rebellion. Some 10 000 people died in Kronstadt conflict

"Hunger stalked the towns. One result was a massive flight of the population to the countryside. The urban population, particularly the number of industrial workers declined sharply between 1917 and 1920. ...In the footsteps of hunger came epidemics, above all typhus...in two years (1919 and 1920 more than 5 million people fell ill with typhus. From 1918-1920 1.6 million people died from typhus

[From: *Making History* by J Pape et al]

SOURCE 1 D

Below is a photo showing a Russian peasant family during the 1921 famine



SOURCE 1E

This extract describes why Lenin replace War Communism with the New Economic Policy

In the face of discontent from the masses, Lenin abandoned War Communism in March 1921 and replaced it with the New Economic Policy (NEP). Through the NEP Lenin relaxed strict Marxist ideology and introduced elements of capitalism in the economy. In doing so, he had to endure vigorous opposition from radicals within the Communist Party. ... But [Lenin] was realistic enough to recognise the need for concession (special consideration) and compromise. The NEP, in his own words, meant “one step backwards in order to make two (steps) forwards” ... The NEP replaced grain requisition with a grain tax. Once he paid this tax, the peasant could sell his surplus grain on the open market. The profits were his to keep. The poor peasants were exempted from taxation, and the confiscation of livestock as a penalty for non-payment of taxes was prohibited. The NEP restored land tenure and peasants were free to lease their land, extend it or use hired labour to cultivate it. ...As it turned, these measures contributed to an astonishing agricultural recovery...By then, too, a new class of wealthy peasants called kulaks had emerged busy enlarging their farms and hiring poorer peasants to work for them.

In industry, enterprises employing anything from 10 to 20 workers were returned to private ownership. Private trade became legal again, and money was restored as the medium of exchange. Forced labour was abolished and Russia returned to a free labour market with a wage economy. Trade between town and country was re-established, but virtually all this trade was conducted through brokers known as Nepmen.... The changes that Lenin brought about created the necessary confidence in workers, and stimulated industrial production which in 1925-26 reached the pre-war level

[From: *Looking into the Past*. by Y. Seleti et al]



QUESTION 2: HOW DID THE GREAT DEPRESSION EXPOSED THE CRISIS OF CAPITALISM IN THE UNITED STATES OF AMERICA, BETWEEN 1928 AND 1933?

SOURCE 2A

This extract describes the "Roaring 1920s" and the collapse of the USA Stock Exchange

During the 1920s, often called the "Roaring Twenties", the U.S. economy had an unprecedented economic boom. Things such as electricity, radio, telephone and cars were being produced for the masses. There was mass production in the manufacturing, telecommunications, movie and chemical sectors. Infrastructure was being built to support all of these new technologies. Much of the population moved into the cities to acquire jobs in these industries. Americans found themselves with ever-increasing amounts of dollars to spend which was then invested in the stock market and deposited in to banks. With the supply of money growing rapidly, banks were opening up at the rate of 4 – 5 per day

At that time, banks lent money to investors to buy stock. Nearly \$4.00 out of every \$10.00 that was borrowed from the banks was used to buy stock (shares). Margin requirements were as low as 10% during the 1920's. Banks were allowed to speculate and buy stocks for themselves. Because the capital requirements to start new banks were low, many banks were created during that time. Once the selling began, more selling was needed to satisfy margin calls and liquidity requirements for banks. People feared that their bank would collapse since, at that time, there were no guarantees on cash at the bank. That started a massive run on the banks to pull money out. Some banks were not able to fulfil the requests for withdrawal and closed their doors to people. Lending for business and consumers was ground to a halt. More panic followed as people lost their money and banks collapsed. People then rushed to withdraw their money and this created a domino effect. At that time, paper money was backed by gold. People started putting money under their mattresses instead of risking putting it in the banks.

Bad monetary policy can turn a recession in to a major depression. The government began to increase interest rates, in 1929, from 3.5% to 5%. Some believe this is what caused the recession to come about in August of 1929. The government failed to act to stabilize or increase the money supply during the Great Depression. In fact, the supply of money fell by 30% between 1929 and 1933. Prices for goods were allowed to drop and banks were permitted to fail. This led to deflation. The government failed to restore confidence in the banking system

[From: <http://www.wikipedia.com> Accessed on 7 May]



SOURCE 2B

The extract below is a critique of capitalism as the origin of the Great Depression

The Stock Market Crash of 1929, which marked the beginning of the Great Depression of the USA, came directly from wild speculation, which collapsed and brought the whole economy down with it. But as John Galbraith says in his study of that event, behind that speculation was the fact that “the economy was fundamentally unsound (unstable)”. He points to the very unhealthy corporate (business) and banking structures, an unsound foreign trade, economic misinformation and the “bad distribution of income”, (the highest 5% of the population, received one third of all personal income)

A socialist critic would go further and say that the capitalist system was by its nature unsound: a system driven by one motive of corporate profit and therefore unstable, unpredictable and blind to human needs...After the crash, the economy was stunned (shocked), barely moving. Over 5000 banks closed and huge numbers of businesses, unable to get money closed too. Those that continued laid off (retrenched) employees and cut the wages of the who remained, again and again. Industrial production fell by 50 percent and by 1933 perhaps 15 million (no one knew exactly) –quarter of the labour force were out of work. The Ford Company, which in the spring of 1929 had employed 128000 workers, was down to 37000 by August of 1931. By the end of 1930, almost half of the textile mill workers in New England were out of work.

[From: *A People's History of the United States*. By H Zinn]

SOURCE 2C

This photo, shows African Americans queuing for relief during the Great Depression, in front of a billboard (advertisement) promoting the capitalist views of the American government during the 1920s.



SOURCE 2 D

This extract highlights the reaction of the American government to the Great Depression

Despite assurances from President Herbert Hoover and other leaders that the crisis would run its course, matters continued to get worse over the next three years. By 1930, 4 million Americans looking for work could not find it; that number had risen to 6 million in 1931

In the face of this dire situation, Hoover's administration tried supporting failing banks and other institutions with government loans; the idea was that the banks in turn would loan to businesses, which would be able to hire back their employees. Hoover, a Republican who had formerly served as U.S. secretary of commerce, believed that government should not directly intervene in the economy, and that it did not have the responsibility to create jobs or provide economic relief for its citizens. In 1932, however, with the country mired in the depths of the Great Depression and some 15 million people (more than 20 percent of the U.S. population at the time) unemployed, Franklin D Roosevelt won an overwhelming victory in the presidential election.

[From: [http:// www.stockpickssystem.com](http://www.stockpickssystem.com) Accessed on * May 2017]



QUESTION 3: HOW DID THE IDEAS OF RACE AND EUGENICS INFLUENCE THE CREATION OF THE “STOLEN GENERATION” IN AUSTRALIA?**SOURCE 3A**

This extract highlights the origins of the racial ideas and racial discrimination in Australia

The British began their colonisation of Australia in 1788. Massacres accompanied the expansion of their colony...Between 1788 and 1900 the indigenous population of Australia had been reduced by 90%. The disappearance of the Aboriginal Australians in southern Australia was so rapid that it was believed, they would die out.

Apart from loss of access to land and death by violent force of arms, infectious diseases like chickenpox, smallpox, influenza and measles killed many. Indigenous Australians had a deep spiritual and cultural connection to the land, so being forced off the land cause disintegration of social cohesion.

In the first part of the 20th century, the racial theories of Social Darwinism were popular in Australia and were used to justify European settlers' treatment of the indigenous Australians as “subhuman”, “primitive” and inferior race. The Aborigines Protection Act of 1909 established camps to provide a place for “the doomed race to die off” as the Aborigines would “inevitably become extinct”

Settler policy allowed many Aborigines to be treated like experimental animals. In the 1920 and 1930's thousands of indigenous people in communities all over Australia were subjected to “scientific investigation into brain capacity and cranium size

[From <http://encyclopediaofarkansas.net.com>. Accessed on 15 April 2016]



SOURCE 3B

This extract describes the forcibly removal of “half caste” Aboriginal Australian children from their families, who became known as the “Stolen Generation”

From the beginning of the 20th century until the 1970s, police and welfare agencies raided Indigenous communities throughout the country, on instructions from government-appointed Chief Protectors to take away “half” and “quarter caste” children. Assimilation was the official policy by which the Australian State intended to destroy all trace of the continent’s first nations. Between 1910 and 1970, about 100,000 Indigenous children were removed to missions, orphanages and children’s homes. Most were under five years old.

Between ten and thirty percent of all Indigenous children were removed. They were forbidden to speak their languages or practice their ceremonies. Told that they were orphans and their families unable to trace them, they became separated from their people and cultures forever. Michael Anderson, whose grandmother was taken away in 1914, explains: “In 1937, state and federal governments convened a conference in Canberra to decide on a policy of what to do with ‘the Aborigines’ — the resulting policy objective was for the complete annihilation (total destruction) of a race of peoples. The principal method to achieve this was to remove Indigenous children from their parents and from the influence of customs, traditions and the Law/Lore. The primary objectives were to de-Indigenise these children and to expunge (erase/wipe out) their colour, because Australia was working towards an Aryan (‘pure white’) race.

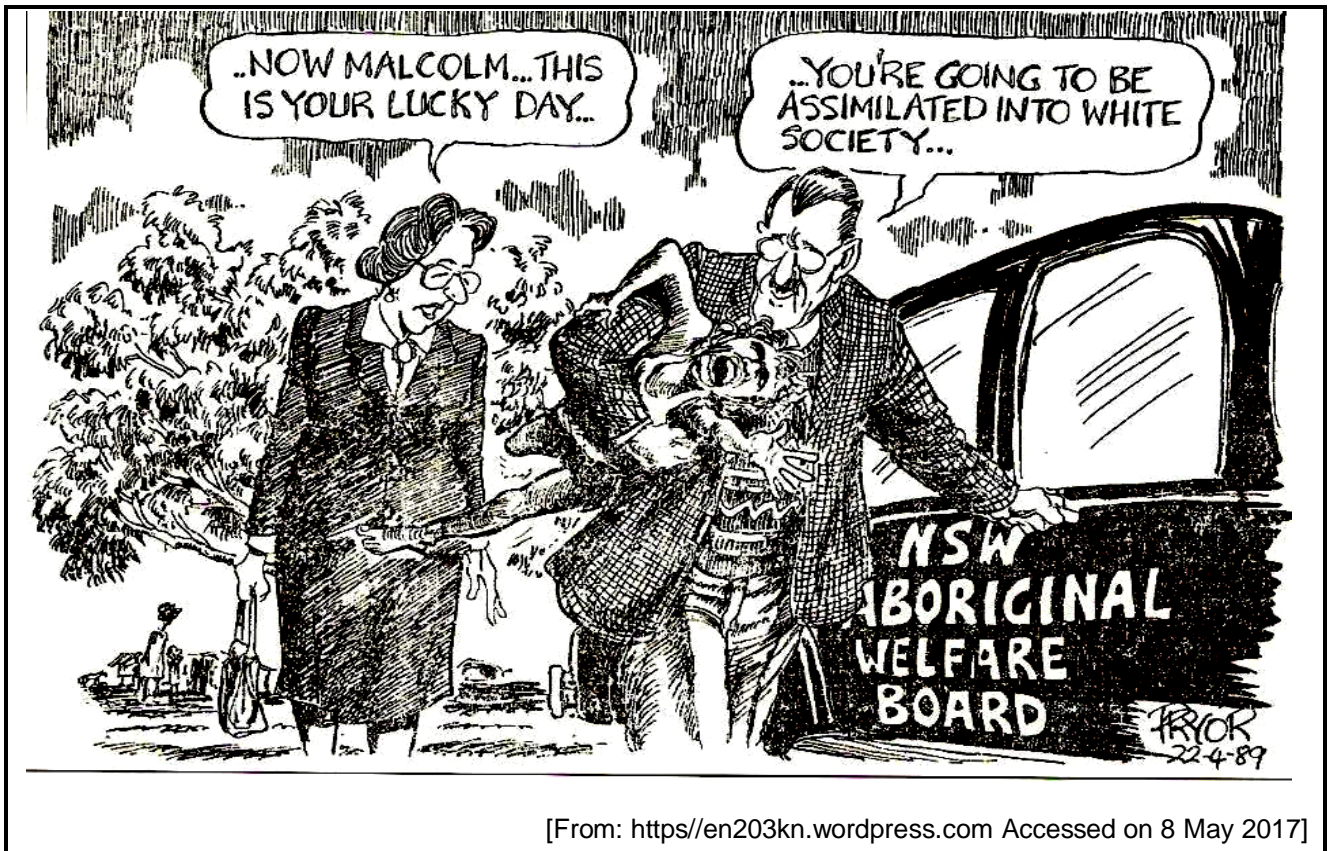
Most of the children grew up in church or state institutions, many physically and sexually abused. With little or no education, they were trained for their role as unpaid or underpaid labour, mainly for pastoralist and mining companies. The Stolen Generations are lasting evidence of attempted wholesale genocide at the hands of the Settler State, whose origins go back to 1788

From: <https://www.socialism.com> Accessed on 10 May 2017



Source 3C

The cartoon below depicts how the Aboriginal Australian children were abducted from their homes.

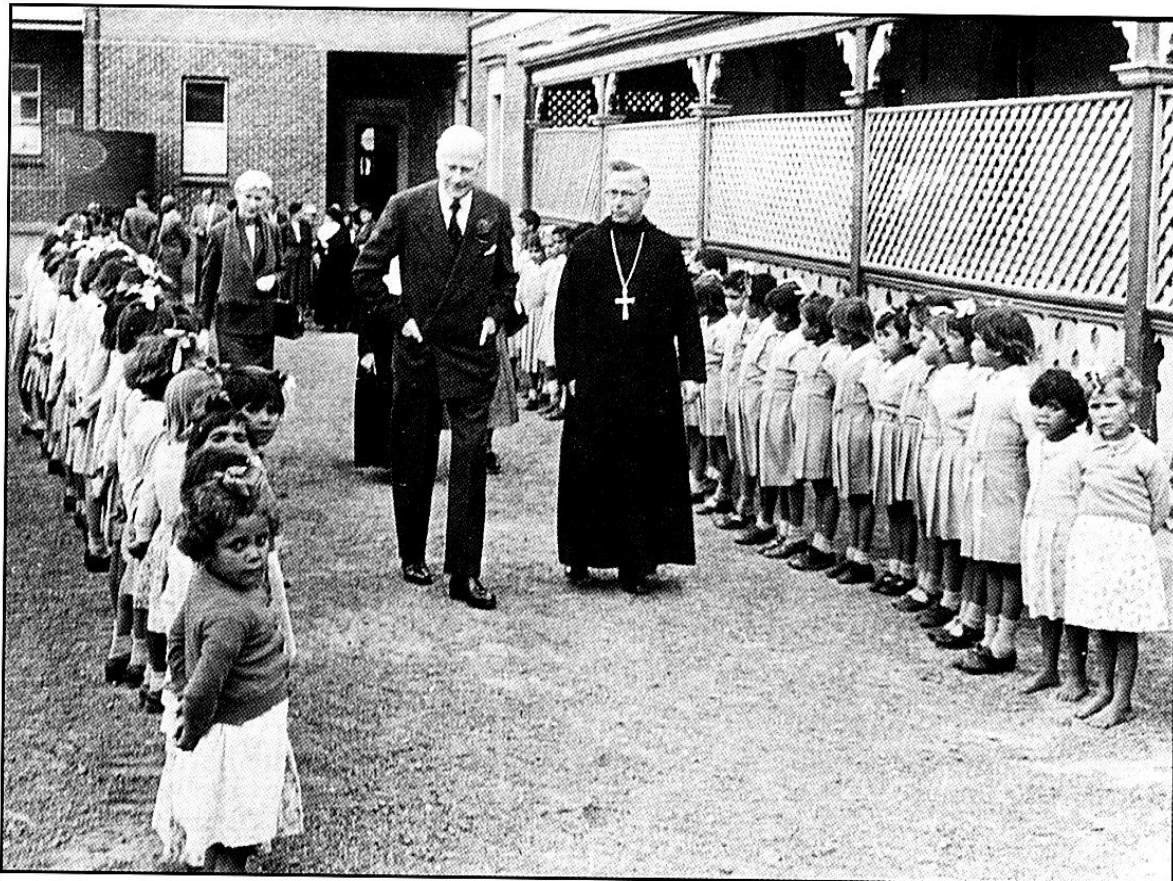


[From: <https://en203kn.wordpress.com> Accessed on 8 May 2017]



Source 3D

The photo below depicts the leader of Australian government, Governor Sir Charles and the church leader, Abbot Gomez, inspecting the children of the St Joseph's orphanage



Courtesy Battiye Library 74244P

*The Governor Sir Charles and Lady Gairdner with Abbot Gomez
inspecting the children of St. Joseph's Orphanage, New Norcia, WA*

[From: <https://www.buzzfeed.com> accessed on 8 May 2017]



ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

<http://buzzfeed.com>

<http://www.en203kn.wordpress.com>

<http://www.encyclopedia.com>

<http://www.johndclare.net>

<http://www.socialism.com>

<http://www.wikipedia.com>

Seleti, Y. (et al) (1999). *Looking into the Past*. (Maskew Miller, Cape Town)

Walsh, B (1986). *Modern World History*. (John Murray, London)

Zinn, H (1980). *A People's History of the United States* (Harper, New York)

